



INTERCONNECTEDNESS OF SKILLS IN LANGUAGE LEARNING PROCESS

Ikboljon Ahmedov Ilxomovich
English Language Teacher, Kokand University
i.ahmedov@kokanduni.uz

Abstract

This article discusses interconnectedness of skills in language learning process: teaching receptive skills and productive skills inseparably than teaching these main four skills separately in foreign language learning classroom. The article is devoted to the receptive and productive skills in teaching foreign languages, as well as the rationale provided by each team to support the effectiveness of their foreign language teaching approach.

Keywords: receptive skills, productive skills, listening skill, reading skill, writing, speaking skill, Cause, Means, and Result-Based Analysis (CMRBA) strategy.

Introduction

Writing and other skills Sanchez argues that writing activities give the students practice in manipulating structures and selecting and combining lexical elements, and that these activities help to consolidate the knowledge for use in other areas [1.1]. According to the same source “written questions based on a reading passage encourage the student to read the text more attentively and discover areas which were misinterpreted on the first reading” [1.2]. Sanchez contends that the most effective writing practice will have a close connection with what is being practiced in relation to other skills: when students have read, heard and said to themselves or others what they are expected to write, they are more likely to write it correctly. More effective results will be achieved in writing exercises if there is a continual integration of practice in all the skills. In order to ensure the potential contribution of other skill are as, Sanchez suggests that “the teacher should promote active class discussion of what has been heard or read and encourage the presentation of short oral reports. This “will follow the communicative principle of task-dependency, which is essential to make the lessons meaningful from the students’ point of view” [1.3].





Materials and Methods

1. Listening and other skills

Sanchez stated that when listening is integrated into a longer sequence of work, students feel the effort they have put into understanding is not wasted based on the following reasons [1.4]:

a. The listening skill could be regarded as the most difficult to develop, whether we look at it from a cognitive perspective or due to the added difficulties that derive from the acoustics;

b. It is a vital part of the teacher's job to help students to improve their listening to spoken language;

c. The better students understand what they hear, the better they will take part in spoken interactions. As such, listening comprehension activities should spring naturally from, or provide material for, oral practice or reading, as well as provide a stimulus for writing activities. Rivers argues that since listening and reading involve similar processes (speech perception), we could expect the development of listening strategies through intensive practice to carry over to reading [3.1]. Rivers contends that "when various skills are integrated into free-flowing in which one provides materials for the other; students learn to operate confidently within the language, easily transferring knowledge acquired in one area for active use in another" [3.2].

2. Reading and other skills

When students learn to think in the L2, Sanchez argues these students should be discouraged to stop whenever they come across a new or rather unfamiliar word to insert a native-language gloss between the lines. Sanchez provides a suggestion to these students to increase their vocabulary: keeping individual notebooks in which they copy down words they wish to remember in complete phrases or sentences, so that they are reminded of the context in which they would be appropriately used, thus providing written practice from reading input. According to Sanchez, extensive reading fosters vocabulary growth and the acquisition of syntax in context. As such, students can, by reading, develop personal intuitions about what good writing looks like; practicing and applying those intuitions in writing is probably the best way for a student to become a good writer in second language. Based on studies which concluded that writing competence is acquired subconsciously, without readers being aware that they have acquired it, Foong argues that students who get pleasure from reading at all ages, are better writers, while none of the poor writers seem to report





“a lot” of pleasure reading. Foong concluded that persons with good writing ability do more reading than persons with poor writing ability [2.1].

3. Speaking and other skills

Sanchez viewed oral speech as the “students’ output”, which can be based on previous written (through reading) or oral input (through listening). Students’ output can also lead to further activities in which the students continue to be involved. When students are involved in speaking activities, they are given a chance for rehearsal: to practice the real skill of speaking as preparation for using it outside the classroom. Conducting questionnaires, surveys and other information-gap activities are among speaking activities that include a task with a clear, achievable and product. These activities generate genuine discourse practices and lend themselves to an integration of the skills and task dependency. When a student conducts a questionnaire or survey in target language, they practice speaking and listening skills, while addressing the questions and receiving the response from the informant(s).

4. Writing

The collected data/information in the questionnaire/survey form, will satisfy the student’s writing skill practice, while reporting the outcome

- In target language
- Will additionally develop the student’s speaking skill [4.1].

Research and Discussion

Application of Integrated-skills Approach: CMRBA Strategy

Cause, Means, and Result-Based Analysis (CMRBA) strategy is a model of student-learning center whereby L2 instructor can integrate the four skills of listening, reading, speaking and writing in language learning process. This strategy aims to relating cause to result based on means, and assisting the students to analyze the final product of the task [5.1]. The CMRBA strategy consists of three steps.

Step 1: To enhance listening and reading skills

a. During the first stage of this step the teacher will group the class to three groups; A, B, and C and each group will be divided into two subgroups; A1, A2; B1, B2 and C1, C2. The teacher will assign subgroups A1 and A2 to search for the cause(s) of a specific phenomenon/event. Subgroups B1 and B2 will be assigned to search for the means of this phenomenon/event taking place, while subgroups C1 and C2 will search for the result(s) of the same phenomenon/event on the web





Conclusion

Studies concluded that task-based courses become purposeless when nothing is done with the students' output, and when it does not lead anywhere. Scholars contend that there is a crucial need to make the classroom contexts and situations come closer to the real-life situations, regardless of how artificial or simulated the teaching/learning environment itself is [6.1]. The basic goal of L2 language teaching and learning is to develop learners' communicative competence: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence as a whole language approach, whereby all language skills

- Listening, reading, writing, and speaking
- Are treated in an interrelated approach [7.1].

Practitioners contend that the heart of effective language learning is having all language skills, whenever possible, integrated as they occur in actual language use.

References

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